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THE EFFICACY OF SOCIAL STUDIES EDUCATION IN PROMOTING FAMILY VALUES

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ABSTRACT

The paper investigated the efficacy of Social Studies Education in promoting family values. 200 Social Studies teachers drawn from twenty secondary schools in the three senatorial districts of Delta State were the sample. This study employed the survey design. The research instrument adopted for the study was the questionnaire. The data collected were analyzed using the z-test of significance. The result revealed that there is no significant difference in the opinion of Social Studies teachers on the efficacy of Social Studies Education in promoting family values; there is significant difference between experienced and less experienced Social Studies teachers opinion on the efficacy of Social Studies Education in promoting family values; there is no significant difference between male and female Social Studies teachers opinion on the efficacy of Social Studies Education in promoting family values. Based on the findings recommendations were made among others that sample activities on family values in Social Studies Education and teachers books should be increased and improved both in number and quality; educational activities like seminars and conferences should be organized to train both teachers and families on family values; in-service training for teachers will help them to design more purposeful value education activities.

KEYWORDS: Social Studies Education, Promoting Family Values

INTRODUCTION

Every societies or organizations have well defined institutional arrangements through which their goals and aspirations are satisfied. These goals and behaviour standards which relate to belief patterns of the people are therefore rooted in their value system (Gathercoal and Nimmo, 2001). Such values dictate for the members of the society the guidelines for selection of the best options in the midst of many alterative choices of action and tend to distinguish the group from others (Nmom, 2002). Inevitably, these values system are the functional pre-requisite which constitute the bedrock upon which members of the society depend for their survival and identity, as well value orientation through services rendered to one another in extended family, economic, political, religions, non-formal education.

Value is abstract conceptions in human, about what that constitutes good and considered bad. In another formulation, the value is a belief in something, whether something is appropriate or inappropriate, it is important or not important, noble or despicable. According to Alberto (2012), values are those things that really matter to us, along with the ideas and beliefs we hold special. Caring for others for instance is a value so as the freedom to express one's opinions. Many learned their values as morals at home, church or from a synagogue at school (Canonicato, 2005). Education plays an indispensable role in the life of every human being. It is the effect of everything which influences human personality. It is a never ending process of activity of human life for as long as one lives. Education is not merely acquiring knowledge, or a continuous process of learning and relearning, but it is seeing for oneself the significance. Santisas (2001) mentioned that there is higher and wider significance to life than discovering what value means in education. One may be highly educated but without the deep integration of values in peoples' thoughts and feelings, peoples' lives are incomplete and meaningless. As long as education does not cultivate an integrated value oriented outlook in life, life has very little

significance. Family values is a major concept in this write-up but the unfortunate thing about the concept is that everyone believes her/she knows what values is and what it is all about. The word is slippery and very situational or sometimes relative; thus very murky and with elastic definitions. In any case, a functional definition is necessary, though may not be value-free; this is because its objectivity is tainted by individual perception and experience. In spite of all ambiguity common value still exist due to common consensus of what is good or evil (Nmom, 2013).

Hornby (2000) briefly defined values as the belief about what is right and wrong and what is important in life. On a broader note, Johnson and Oguntade (2002) see values as an individual or community embraced principles that guide personal or communal relationships. In essence, values are general and abstract principles to which members of social units are deeply committed. They are beliefs about what is desirable and what is undesirable which reflect the culture of a society and which is widely shared by the members (Nmom, 2003). In this vein therefore, family values is defined by its features of discipline, humility, hardwork, mutual respect, integrity, fidelity, sexual chastity and general hospitality. This is the core concept of the paper. Family values is an important institution which, among others, affects various decisions. Marisa (2003) defined family values, as the reliance of family members on a set of norms of reciprocity within the couple and between parents and children. Marjoribanks (2005) sees family values as loving, taking care of, and supporting each other. For Popenoe (1993) family values means "knowing right from wrong and having good values".

Since students should be furnished with family values throughout several courses within the school curriculum, especially Social Studies course claiming to raise good people should focus on family value education. As mentioned by National Council for Social Studies (NCSS) (1993), Social Studies stands as a vital course enabling students to develop perspectives over the similarities and differences they have with other people. Handan and Sibal (2008) stated that Social Studies education serves as a warm-up platform that prepares students for the world that is becoming more and more complicated everyday. They went further to assert that Social Studies Education inculcates cherished family values such as discipline, humility, hard work, mutual respect, integrity, fidelity, sexual chastity and general hospitality. These cherished family values which indicate the means through which individuals may achieve their ends have been- replaced with the preponderance of materialism through negative culture and values orientation.The emergence of Social Studies education into the Nigerian educational curriculum was part of a general values response to the problems of neglect of family values (lgu, 2009). It was seen as a necessary and veritable tool after the Civil War to help rebuild the battered nation and to reverse colonial education which did not appreciate and accommodate our cherished culture and family values (Igu, 2009). Since independence, the Nigerian family history has been littered with declining values, broken pieces of unfulfilled promises, failed expectations and dashed hope. The families have been on a crossroad, “this is why many people say Nigeria has broken my heart” (Ita, 2011).

Social Studies as an integrated discipline has been equipped with necessary vital tools for promoting and sustaining family values in the society (Mbaba and Omabe, 2011). The importance of Social Studies lies in its ability to foster the acquisition and development of knowledge, skills and values that are worthwhile in order to meet vision 20 20 20 challenges in Nigerian (Nmom, 2002). Family values are principles and criteria utilized to make decisions about the world. Social Studies Education and family values education should be regarded as indispensable parts of each other. Introduction of relevant instructional materials, e-learning strategy among others are essential in Social Studies in order for it to properly teach values. It is dishearten that contemporary social culture and value are at the cross-roads and consequently have vindicated marginality and negatively in their mode of expression in social life. Therefore, determining teachers’ opinions on the efficacy of Social Studies Education in promoting family values may be deemed as crucial since it can direct other studies about how activities inside and outside the classroom can be made more efficient. Besides, it is

hoped that this study may contribute to developing a more effective family value education; hence to creating a better world.

Research Question/ Hypotheses

R.Q.: What is the efficacy of Social Studies Education in promoting family values?

H_{O1}: There will be no significant difference in the opinion of Social Studies teachers on the efficacy of Social Studies Education in promoting family values.

H_{O2}: There will be no significant difference between experienced and less experienced Social Studies teachers opinion on the efficacy of Social Studies Education in promoting family values.

H_{O3}: There will be no significant difference between male and female Social Studies teachers' opinion on the efficacy of Social Studies Education in promoting family values.

Method

The study adopted the survey research design. It sought to elicit the opinions of Social Studies teachers on the efficacy of Social Studies Education in promoting family values. The population consisted of 556 Social Studies teachers in Delta State. The sample for the study consisted of 200 Social Studies teachers in the three senatorial districts in Delta State. The multi-stage sampling technique was adopted for the study. The instrument for the study was the questionnaire tagged "ESSEFV", made up of two sections, section 'A' and 'B'. Section 'A' contained personal information of the respondent, while section 'B' consisted of thirty (30) items. The items in this section were rated on 4 points likerts scale as follows: SA (Strongly Agree), A (Agree), D (Disagree), and S.D (Strongly Disagree). Test re-test method of establishing reliability was employed to determine the reliability of the instrument. Cronbach Alpha was used in analyzing it; it gave an alpha value of 0.78. The statistical tool used for the computing and analysing the response score was the z-test. The level of significance was determined at 0.05 probability level.

RESULTS

The results have been presented below in accordance with hypothesis.

Table 1: Summary of z-Test Analysis Showing the Difference in the Opinion of Social Studies Teachers on the Efficacy of Social Studies Education in Promoting Family Values

Groups	N	$\bar{X}$	SD	Df	z-Cal.	z-Crit.	Remark
Efficacy	200	66.6	11.7	199	1,30	1.96	NS
Family Values	200	68.6	18.7				

From the above table, the z-calculated of 1.30 is lesser than the z-critical of 1.96, meaning that the null hypothesis tested is accepted. Consequently, there is no significant difference in the opinion of Social Studies teachers on the efficacy of Social Studies Education in promoting family values.

Table 2: Summary of z-Test Analysis Showing the Difference in Opinion on the Efficacy of Social Studies Education in Promoting family Values Based on Experience

Groups	N	$\bar{X}$	SD	Df	z-Cal.	z-Crit.	Remark
Experienced	97	54.32	6.33	199	3.97	1.96	S.
Less experienced	103	38.24	4.33				

Research hypothesis 2 had been concerned with determining whether there would be a significant difference between experienced and less experienced Social Studies teachers opinion on the efficacy of Social Studies Education in

promoting family values. And in table 2 above, with the z-calculated value of 3.97 and the z-critical value of 1.96, we reject the hypothesis. Thus, there is significant difference between experienced and less experienced Social Studies teachers opinion on the efficacy of Social Studies Education in promoting family values.

Table 3: Summary of z-Test Analysis Showing the Difference in Opinion on the Efficacy of Social Studies Education in Promoting Family Values Based on Gender

Groups	N	$\bar{X}$	SD	Df	z-cal.	z-crit.	Remark
Male	87	39.2	3.11	199	1.37	1.96	NS
Female	113	51.8	2.23				

From the above presented result, the null hypothesis of no significant difference is accepted. This is because the calculated z (1.37) is less than the critical z (1.96). This implies that there is no significant difference between male and female Social Studies teachers opinion on the efficacy of Social Studies Education in promoting family values.

DISCUSSIONS

The result of hypothesis one testing the opinion of Social Studies teachers on the efficacy of Social Studies Education in promoting family values was accepted in a null form. This means that there is a significant difference in the opinion of Social Studies teachers on the efficacy of Social Studies Education in promoting family values. Participating teachers varies in their opinion in that some believe that students cannot convert the family values they learn at school into behaviours, while others are of the view that value education starts within the family and develops at school". The finding is in agreement with Handan and Sibal (2008) who in a study find that teachers opinions on the efficacy of Social Studies Education in family values are mostly affirmative and that teachers regard the inclusion of explanations, outcomes and activities into the Social Studies Education as a positive step in terms of family values education. Likewise, Sanchez (1998), Johnson and Oguntade (2002), in their different but related studies, reported similar findings with this work that states that socio-cultural environment and personality traits of an individual serve as the basis for family values formation. Thus, family values formation starts within family during early ages and continues to develop under the influence from the environment as the individual matures. Marjoribanks (2005), underpins that it's the duty of families to start developing basic values in a child and then it is the school that takes the charge.

The result of hypothesis two confirmed that experience of Social Studies teachers covered by the study had significant effect on the opinion of Social Studies teachers on the efficacy of Social Studies Education in promoting family values. It was discovered that experienced Social Studies teachers have more positive opinion the opinion of Social Studies teachers on the efficacy of Social Studies Education in promoting family values. This result is in line with earlier findings by Yusuf (2009) who asserted that the perception of teachers is a function of many variables which include teachers' experience. These results are in line, Nmom (2013), Alberto (2012) and Handan and Sibal (2008) studies, which summarizes that teachers within the scope of this study mainly make use of activities such as dramatization and games in order to teach values within Social Studies subject. Giving students opportunities to express themselves better and to dramatize events that are not likely to occur, dramatization method can be thought as a critical method in family value teaching. In addition, teachers also utilize authentic materials from TV, newspapers and the Internet. Bringing daily life examples to the classroom that help students bridge the family values they learn and their own lives. An experienced teacher smoothly integrates vision, motivation, understanding and practice into his teaching, and learns to improve his or her teaching through active reflection. Handan and Sibal (2008) believe that experience is the key to a teacher's learning and development. Yuk Che Regina Chanii **(2008)** reported that experience exert great influence on the way a person perceives any issue and consequently his view on it and that teacher's experience is an important element in the teaching

and learning process, as they carry out the actual teaching, are in contact with the students and the environment, and accumulate a great deal of knowledge during the education.

The result of hypothesis three testing teachers' gender and their opinion showed that there was no significant difference between male and female Social Studies teachers opinion on the efficacy of Social Studies Education in promoting family values. This study justified the submission of Sanchez (1998) on family values, that most students know about family values but they cannot reflect them on their own behaviours due to lack of reinforcement by families. The study is also in conformity with Johnson and Oguntade (2002) that reported that gender has no role to play in teachers' view on values. The major factor that could account for this is that, the issue of family values and education defile gender; therefore teachers opinion on the efficacy of Social Studies Education in promoting family values cannot be affected by gender.

CONCLUSIONS

The findings have shown that teachers of the view that Social Studies as a subject have the efficacy of promoting family values, especially at the junior secondary school level and that the values taught and learned at home are foundations of the very first knowledge, attitudes and skills that define the personality of children. Though on the decline, the importance of family values cannot be jettisoned easily in our society. Nigeria therefore stands out in the midst of intimidating challenges of grappling with the decline of family values threat facing us. It is very relevant to address the problem of family values in our society. Therefore, Social Studies Education and family values should be regarded as indispensable parts of each other.

Recommendations

Given the above conclusions, it is recommended that:

- A consistency should be settled between the instructional programmes and our educational system. Sample activities on family values in Social Studies Education and teachers" books should be increased and improved both in number and quality.
- Educational activities like seminars and conferences should be organized to train both teachers and families on family values.
- Undoubtly, in-service training for teachers will help them to design more purposeful value education activities; and families will learn ways of reinforcing the family values gained at school through seminars and other educational sessions.

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